

Texas Education Agency Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10:33 DOCUMENT CONTROL CENTER 1701 NORTH CONGRESS AVE AUSTIN, TX 78701-1494 </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
El Paso Independent School District	071-902	Henderson Middle School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	19	TX-016	079841979
Mailing address	City	State	ZIP Code
6531 Boeing Drive	El Paso	TX	79925

Primary Contact

First name	M.I.	Last name	Title
Marielo	A	Morales	Area 1 Superintendent
Telephone #	Email address		FAX #
915-230-2217	mamorale@episd.org		915-230-0575

Secondary Contact

First name	M.I.	Last name	Title
Karen	E	Taylor	Discretionary Grants Manager
Telephone #	Email address		FAX #
915-230-2346	ketaylor@episd.org		915-230-3097

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Juan	E	Cabrera	Superintendent
Telephone #	Email address		FAX #
915-230-2581	superintendent@episd.org		915-230-0575
Signature (blue ink preferred)			Date signed

8/19/2015

701-15-107-026

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p>
<p>9.</p>	<p>The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), [CLI Engage](#) platform, and utilize the [Texas School Ready!](#) child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards.

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Henderson Middle School will implement the Whole School Reform Model. The following core belief statements identified by the District's Superintendent will be implemented on the campus and aligned with the goals and objectives outlined in the grant. **Core Belief Statements:** (1) Students come first in all actions and decision-making; (2) In an appropriate setting and with the proper instruction, every child can learn; (3) Every child is entitled to a teacher that is the best we can hire for that position and who believes every child can learn; (4) Students will be more productive community members if they value community service and civic mindedness; (5) We must be open and transparent in our dealings with the public and be fiscally responsible with our resources in order to allocate appropriately; (6) The District will have zero tolerance for immoral, unethical, and illegal behavior; (7) We have a competitive advantage as our community is bilingual, bicultural, and biliterate, and should be supported in the classroom; and (8) Family engagement is critical to the success of students.

Henderson has met the Texas Education Agency's standards for the 2014-15 school year and while EPISD is happy with their achievement, the District wishes to build on this achievement. To help achieve this goal EPISD reviewed data from the Texas Academic Performance Reports and came to the conclusion that using a community schools model at Henderson will be beneficial to their students' academic achievement.

Community schools also known as "full-service" schools or community learning centers, develop partnerships in several areas such as health, social services, academics for children and adults, sports, recreation and culture. These partnerships help to transform schools into centers that benefit students, their families, and the surrounding community. These benefits are verified by research that exhibits improved student learning, health and attendance, stronger family engagement, enhanced school climate, and safer neighborhoods.

Community schools are the products of open partnerships between the school and other community resources. Recognizing that no one partner acting alone can improve educational outcomes and that integration is vital to the success of the implementation, the partners develop a set of common goals and a system to achieve those goals. All partners also share leadership and accountability to get better results.

Focus on Education

A community school offers an innovative idea about the roles parents and community can play in education and about the role a school can play in its community. Students are able to learn because the school's many services and supports work together to eliminate limitations in their education. Teachers can focus on their students' education because their students are healthier, have better attendance, and less social/emotional problems. The core curriculum is rigorous and integrated with extended learning and enrichment opportunities so that students have several hours to engage in enhanced educational opportunities.

School, Family and Community Engagement

Community school partners (school staff and administrators, agency staff, parents, community members) have a common goal to maximize students' learning while optimizing their health and well-being, and strengthening their families and neighborhoods. All partners understand that parent involvement is an important foundation for children's achievement. Programs to draw in parents, establish a welcoming climate for them, and help them learn how to be involved in and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

supportive of their children's education are important to the community school model. Adult education courses further engage parents and community members in their own learning. Likewise, members of the community, residents, business owners, elected officials, service providers, and community-based organizations are part of the planning for the initiative and are kept up-to-date about the school and asked to contribute expertise and resources where needed.

Extended Hours and Expanded Learning Opportunities

Before- and after-school, weekend, summer and holiday programming increase children's learning opportunities while coordinating with the students' school-day curricula to create a coherent educational experience. Students use these additional learning hours to discover subjects not covered during the school day. The out-of-school instructional time may be less formal, but should still be quality instruction and allow children to apply what they have learned in class, through hands-on projects, academic competitions, or art projects. Teachers should play an important role in planning these programs and community school staff should observe classes so they can track the needs of certain students and modify their activities accordingly.

Partnerships

Community schools are planned, implemented, and maintained by the members of active, coordinated partnerships committed to enhancing student achievement, health, and well-being. Each partnership creates a shared mission and vision, mutual goals, and joint decision making. The partnerships must include school leadership and other representatives of the school, parents, community-based organizations, and community leaders.

Site Coordination

The community schools model employs a site coordinator, whose role involves cooperative planning with school staff, recruitment, management, and coordination of partners. The coordinator's main function is to ensure the receptiveness of community resources to the recognized needs of students and their families as well as the alignment of their supports and services to the school's core instructional program.

Wellness

Community schools are designed to operate as systems that address the multiple emotional, social, and health needs of children and their families. Health and social services are school-based or school-linked and fully incorporated into the life of the school and mental health or social problems are not treated separately from health problems. Instead, the school partners look at a student and family holistically and work together to develop solutions. The emphasis on wellness promotes a healthier, more positive school climate as well as enhanced student health.

Sustainability

Leaders of community schools must consider how to sustain their work, even at the earliest stages. Sustainability not only means making everlasting changes in daily practice and in institutional arrangements, but it also means allocating or generating personnel and financial resources in new and more effective ways. One of the many benefits for schools of working with community partners is their capability to bring non-education dollars into schools, through such resources as Medicaid reimbursement and United Way allocations.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071-902 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$965329	\$	\$	\$965329	\$	\$965329	\$	\$965329	\$	\$965329	\$	\$4826645
#8-Professional and Contracted Services	6200	\$342000	\$	\$	\$342000	\$	\$342000	\$	\$342000	\$	\$342000	\$	\$1710000
#9-Supplies and Materials	6300	\$570753	\$	\$	\$570753	\$	\$570753	\$	\$570753	\$	\$570753	\$	\$2853765
#10-Other Operating Costs	6400	\$74240	\$	\$	\$74240	\$	\$74240	\$	\$74240	\$	\$74240	\$	\$371200
#11-Capital Outlay	6600/ 15XX	\$11600	\$	\$	\$11600	\$	\$11600	\$	\$11600	\$	\$11600	\$	\$58000
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No													
1.848% indirect costs (see note):		N/A	\$36078	N/A	N/A	\$36078	N/A	\$36078	N/A	\$36078	N/A	\$36078	\$180390
Grand total of budgeted costs (add all entries in each column):		1963922	36078	\$	1963922	36078	1963922	36078	1963922	36078	1963922	36078	\$10000000

Administrative Cost Calculation

Enter the total grant amount requested:	\$10000000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$500000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7 —Payroll Costs (6100)									
County-district number or vendor ID: 071-902					Amendment # (for amendments only):				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	4		\$207103	\$	\$207103	\$207103	\$207103	\$207103	\$1035515
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 District Coordinator	1		\$68109	\$	\$68109	\$68109	\$68109	\$68109	\$340545
5 Program Assistant	1		\$62486	\$	\$62486	\$62486	\$62486	\$62486	\$312430
6 Secretary	1		\$32372	\$	\$32372	\$32372	\$32372	\$32372	\$161860
Auxiliary									
7			\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Active Learning Leaders	4		\$207103	\$	\$207103	\$207103	\$207103	\$207103	\$1035515
11 Master Social Worker	1		\$53402	\$	\$53402	\$53402	\$53402	\$53402	\$267010
12			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$630575	\$	\$630575	\$630575	\$630575	\$630575	\$3152875
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$9600	\$	\$9600	\$9600	\$9600	\$9600	\$48000
15 6119 Professional staff extra-duty pay			\$160000	\$	\$160000	\$160000	\$160000	\$160000	\$800000
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$165154	\$	\$165154	\$165154	\$165154	\$165154	\$825770
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$334754	\$	\$334754	\$334754	\$334754	\$334754	\$1673770
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$965329	\$	\$965329	\$965329	\$965329	\$965329	\$4826645

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land		\$	\$	\$	\$	\$	\$
	Specify purpose:							
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	AVID English Learners College Readiness	<input type="checkbox"/>	\$40000	\$	\$40000	\$40000	\$40000	\$40000	\$200000
2	Lead your Way: Fundamental 5	<input type="checkbox"/>	\$40000	\$	\$40000	\$40000	\$40000	\$40000	\$200000
3	Developing Instructional Leadership Capacity (ex. Dr. Bill Mitchell)	<input type="checkbox"/>	\$25000	\$	\$25000	\$25000	\$25000	\$25000	\$125000
4	Institute for Learning w/ the Principles of Learning	<input type="checkbox"/>	\$40000	\$	\$40000	\$40000	\$40000	\$40000	\$200000
5	Promoting Academic Structure in the Home (ex. Aurora Anaya-Dyer)	<input type="checkbox"/>	\$25000	\$	\$25000	\$25000	\$25000	\$25000	\$125000
6	Online Digital Library	<input type="checkbox"/>	\$50000	\$	\$50000	\$50000	\$50000	\$50000	\$250000
7	Dual credit, Dual language, Masters degree tuition (\$650/3 hours X 8 courses X 10 participants)	<input type="checkbox"/>	\$52000	\$	\$52000	\$52000	\$52000	\$52000	\$260000
8	3rd party evaluator	<input type="checkbox"/>	\$60000	\$	\$60000	\$60000	\$60000	\$60000	\$300000
9	Character Education and Brain classroom training	<input type="checkbox"/>	\$2000	\$	\$2000	\$2000	\$2000	\$2000	\$10000
10	Enhancing wireless capability (cabling drops)	<input type="checkbox"/>	\$8000	\$	\$8000	\$8000	\$8000	\$8000	\$40000
b. Subtotal of professional services, contracted services, or subgrants:			\$342000	\$	\$342000	\$342000	\$342000	\$342000	\$1710000
a. Subtotal of professional and contracted services requiring specific approval:			\$	\$	\$	\$	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$342000	\$	\$342000	\$342000	\$342000	\$342000	\$1710000
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$342000	\$	\$342000	\$342000	\$342000	\$342000	\$1710000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 071-902						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Laptops	Manage and maintain info.	11	\$800	320056		320056	320056	320056	320056	\$1600280
	2	Printers	Print grant info	12	\$238							
	3	Multi-media equipment	Present lessons	2	\$890							
	4	iPads	Student technology	616	\$455							
	5	Immediate Response Assessment System	Improve student learning	7	\$3000							
	6	Classroom equipment (whiteboard, projectors)	Improve student learning	10	2290	22900		22900	22900	22900	22900	\$114500
6399	Technology software—Not capitalized											
6399	Supplies and materials associated with advisory council or committee											
	Subtotal supplies and materials requiring specific approval:											
	Remaining 6300—Supplies and materials that do not require specific approval:											
						\$624	\$	\$	\$	\$	\$	624
						\$	\$	\$	\$	\$	\$	\$
						343580	\$	342956	342956	342956	342956	\$1715404
						227173		227797	227797	227797	227797	\$1138361
						Grand total:	\$	570753	570753	570753	570753	\$2853765

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 071-902		Amendment number (for amendments only):						
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
6411/ 6419	Travel costs for employees: Includes registration fees	\$69344	\$	\$69344	\$69344	\$69344	\$69344	\$346720
	Specify purpose: Mandatory conferences							
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$	\$	\$	\$	\$
	Specify name and purpose of organization:							
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
Subtotal other operating costs requiring specific approval:		\$69344		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$4896	\$	\$4896	\$4896	\$4896	\$4896	\$24480
Grand total:		\$74240	\$	\$74240	\$74240	\$74240	\$74240	\$371200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 071-902				Amendment number (for amendments only):						
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2	Switch ports to accommodate increased wireless access at campus over a 5 year period	2	\$5800	\$11600	\$	\$11600	\$11600	\$11600	\$11600	\$58000
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				\$11600	\$	\$11600	\$11600	\$11600	\$11600	\$58000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	762		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	2	0.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	755	99.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	5	0.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	734	96.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	250	32.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	81	10.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	DNA		
Disciplinary placements in In-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	DNA		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	22	85%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	375	59%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following statistics are the representation of Henderson's enrollment for the 2014-15 school year:

- 754 students; over the past 5 years, there has been a decrease of 200 students
- 267 Limited English Proficient
- 523 At Risk; decrease of At Risk in the past year
- 627 Economically Disadvantaged
- 96 Special Education Students: increase of 30 students into special education coming from elementary
- 90 Gifted and Talented
- 11 Migrant Students

English Language Learners are supported through a Language Proficiency Assessment Committee to determine instructional placement for individual student success in addition to implementation of Dual Language Social Studies.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	64.2		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	50.4	78.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	7.9	12.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	4.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	4.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	2.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	41.9	83.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	6.4	12.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	5.2	10.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	17	33.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	9.1	18.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	14.4	28.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.8	9.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43,563		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,767		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,188		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	50,781		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	65,280		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	4	6.2%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Bachelor's degree as highest level attained	41	63.9%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Master's degree as highest level attained	22	34.3%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Doctoral degree as highest level attained	1	0.0%	2014-2015 Public Education Information Management System (PEIMS)

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henderson Middle School's professional staff is comprised of 51 teachers, 8 professional support staff, 3 educational aides, and 3 campus administrators.

The average experienced teachers is 9.5 years and the average years experience of teachers with the District is 8.7 years.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							241	246	275					762

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
														51

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD faces many challenges in addressing low student achievement. Some static or recurring factors such as demographics, ethnicity, or mobile military student populations cannot be changed, while other variables, such as teacher shortages, student achievement, teacher training, and instruction systematically can be addressed. The needs assessment included the review of data from many sources. Although many factors were examined while determining the focus of the proposed project, ultimately it was those variables that the District could have the greatest influence upon that guided the final decision. The Texas Academic Performance Report (TAPR) was used to determine core area achievement levels. A review of TAPR data revealed that the campus's average STAAR scores in the core areas of math, science, reading/ELA, and social studies fall below the State average. STAAR data on subpopulations (e.g. LEP) STAAR scores for the campus revealed that this group fell far below their student counterparts; additional support/focus is needed. EPISD makes a concerted effort to retain high quality educators. In addition to a review of educator performance evaluations, the District considers campus performance levels and observations to determine the effectiveness of campus Principal and teachers.

Improving teacher instructional skills is always a focus of the EPISD. The needs assessment performed by campus and C&I stakeholders revealed the need for additional professional development. In particular, there is a need for additional support and training of campus stakeholders (teachers, grant-funded coaches, principals, etc.) related to implementing effective instructional strategies, increasing pedagogical content-knowledge, expanding teacher knowledge, and student intervention techniques, to name a few.

Student achievement levels are not solely determined by teacher effectiveness; students must be actively involved in their education. The needs assessment performed by campus and C&I stakeholders revealed the need for innovative student engagement/intervention strategies which have been proven to improve student achievement and graduation rates. Some of these strategies will include improving cognition via improved health activities, character education, college and career exposure, enrichment and accelerated learning opportunities, improved test-taking skills, etc.

Lastly, using the DIP and campus and C&I stakeholder input, it was determined that campus staff and students have limited technology exposure. Focusing on components within the STEM (science, technology, engineering, and mathematics) realm, stakeholders identified a need to increase technology use for teachers, coaches, and students. The increased technology use will improve classroom instruction, increase teacher instructional skills, and improve student engagement - providing all participants a broader set of 21st century skills.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☒ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on a review of program guidelines, available models, and results from the campus needs assessment, the District determined that **the most appropriate intervention model for this campus is the Whole-School Reform Model. EPISD** will implement its own intervention design, within the parameters required by the final federal regulations released by USDE. The model is further based on the District's Strategic Priorities. Upon implementing Strategic Priorities throughout EPISD, the District's Superintendent has aimed the District towards greater academic successes. The EPISD devotes a great deal of time ensuring that its programs are aligned to District goals and that it uses a cohesive team approach towards student achievement. Aligning project needs and goals to district needs and goals is critical to district-wide student achievement success. EPISD's overarching goal is to improve overall student achievement by improving teacher content knowledge and instruction and thereby increasing teacher effectiveness. The proposed project focuses on improving teacher and school leader effectiveness through a carefully designed series of integrated active learning and professional development (PD) models aimed at improving educator pedagogical content knowledge and instruction skills by integrating proactive intervention techniques early in the instruction process in order to identify struggling students and intervene at the onset of students displaying signs of difficulty absorbing content material. Using District administered benchmarks and state assessment tools, the proposed models provide for the early identification of educators in need of assistance with improving student achievement. The project's use of student assessment tools results in a selection and evaluation system that is rigorous, transparent, fair, and balanced. The project provides enhanced training for struggling educators while simultaneously providing expanded training opportunities for those educators (coaches, teachers and principals). All of EPISD's teachers meet the No Child Left Behind (NCLB) definition of highly-qualified. The district's educator recruitment efforts are designed to seek out the most qualified candidates and have resulted in the employment of educators from across the country. EPISD's educator annual performance system gauges educator effectiveness across a variety of measures that consider teacher, principal, and student growth. **Teachers** are evaluated on eight criteria: active, successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time and materials; professional communication; professional development; compliance with policies, operating procedures and requirements; and improvement of academic performance of all students on the campus.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henderson campus staff and C&I stakeholders input was crucial in identifying the most effective student improvement strategy. Their input led to the conclusion that the campus needed the support of **active learning leaders**. The District has had an effective coaching model in place for three-years. The model needs to be expanded into the target campus in order to help improve instruction and student achievement. The coaching model is discussed in Schedule 4B Part 3 Section B: Model Selection Process. By expanding the coaching model at the target campus, the District anticipates improved student outcomes.

The District Improvement Plan (DIP) is a representation of the District's strategic plan and guide for implementing identified strategies. A review of the DIP showed there was a need for **supplemental resources**. C&I stakeholders provided specifics for the supplemental materials needed at the target campus to support core teachers and the grant-funded coaches.

The EPISD further recognizes the importance of parental involvement in their child's academics. Upon reviewing **parental involvement** levels at the school, campus and C&I stakeholders determined that the level of parental involvement needs to be increased. Parental participation, involvement, and education are critical to student academic success. Therefore, the stakeholders decided to expand parental involvement by providing social services from non-profit organizations related to removing academic barriers.

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Schedule #14—Management Plan

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI will coordinate District level personnel and program staff (data collection and evaluation team) to fully implement the federal, state and local goals of the program. The DCSI will be instrumental in facilitating and coordinating communication between all stakeholders and will help the campus to improve student achievement standards.	The DCSI will hold a Master's degree and teacher certification. The required special skills of the Coordinator include knowledge of instructional administration, curriculum writing and implementation and excellent organizational, communication, presentation and interpersonal skills.
2.	Family Engagement Leader (PEL)	The PEL will deliver the family and parental involvement component in the school while providing ongoing, educational programs to parents, legal guardians, or immediate family members of students enrolled in the proposed program.	The PEL will have experience with child development and effective parenting techniques and be familiar with community agencies throughout El Paso.
3.	Teachers	Teachers provide students with appropriate learning activities and experiences in core academic subjects to increase academic success.	Teachers will have a Bachelor's Degree and Valid Texas Teacher Certification
4.	Social Worker	The social worker provides counseling, case management and teacher support as identified in the IEP. Promotes the social-emotional well being of students.	The Social Worker will have a Masters in Social Work or related field and have two years experience and be a licensed LMSW
5.	Active Learning Leaders	The active learning leaders provide teacher support in core academic subjects in order to increase academic success and ensure the implementation of State and District initiatives.	Active Learning Leaders will have a Bachelor's Degree and Valid Texas Teacher Certification.
6.	Program Assistant	The Program Assistant will be responsible for all requirements, oversight, and operation of the grant.	Bachelors degree, organizational skills, communications skills, technology and data entry and computer technology, budgeting and minimal supervision to implement accountability for grant purposes
7.	Secretary	The secretary will assist all grant staff and will perform clerical duties to ensure proper implementation of the grant program.	The secretary will have a high school diploma and must have passed the district clerical test.
8.			
9.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	UTEP Education Talent Search	To provide academic support to Educational Talent Search participants, track their progress, ensure their completion of a high school diploma and subsequent college enrollment.	University program which is dedicated to creating, promoting and supporting a college bound culture in the South-side El Paso community.
2.	Moye's Boys Foundation	To aid and provide resources to the less fortunate individual students of all feeder pattern schools up to Thomas Jefferson/Silva Magnet High School who might require clothing, shoes, eye exams, eye glasses, dental care, medical care and any other services which they might not be able to afford.	Non-profit foundation with Mentoring Program geared to helping students in South-side El Paso.
3.	AVID English Learners College Readiness	To ensure that English language learners have full access to AVID and college-preparatory coursework.	Middle school program for long-term ELLs that includes professional learning, AVID Excel coursework, family connections, and promotion of biliteracy
4.	Lead Your Way: Fundamental 5 Embedded Staff Training	To provide teachers with the practical skills to significantly increase instructional rigor and relevance and serve as the foundation on which the continuous improvement of campus performance is built.	Training modules are delivered during the school day (conference periods) over multiple sessions to ensure improved implementation
5.	Dr. Bill Mitchell	To help campuses increase their tests scores and graduation rates by helping to develop instructional leadership capacity	Dr. Mitchell has served as College Professor, Department Chair, Board Member and President.
6.	Institute for Learning with the Principles of Learning	To provide teachers, coaches, principals, and district leaders with the knowledge and tools for professional growth and excellence in the four core content areas: English Language Arts, Mathematics, Science, and History/Social Studies	The Institute for Learning focuses on what it takes for all students to become effective, enthusiastic, and independent learners, and what it takes for educators at every level to inspire, foster, and sustain high levels of achievement in their students.
7.	Aurora Anaya-Dyer	To provide professional development which promotes academic structure in the home.	Aurora Anaya-Dyer effectively brings about change, offers prevention and intervention strategies, creates harmonious and productive working environments, and develops the leadership qualities to produce overall organization excellence for each member of a business team.
8.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EPISD has been a responsible steward of government funding since its establishment in 1883. The sheer volume of government funding overseen by EPISD demonstrates the District's ability to implement projects of the size and scope proposed in this application. In addition to managing multi-million dollars in federal entitlement funds, the district currently manages several discretionary competitive grants. The District's commitment to improving student achievement is further substantiated by its financial investment to effective instructional strategies such as its coaching model.

Partnerships/Involvement of Others. District and campus administrators, teachers, parent representatives, and community organizations participated in the design of the project. Collaborative meetings were held during the development of this project and will continue during the implementation process in order to ensure that each party has an opportunity to provide inputs that meet the unique needs of his/her student populations. Local organizations will serve as valuable collaborators during the project period. Frequent coordination with collaborators will ensure a smooth transition from implementation to completion. At the conclusion of the grant program, the District anticipates student achievement outcomes in the core areas will increase over the 2014-15 baselines. **Management of Grant Activities.**

Active support for the implementation of the program will come from all levels (District and campus) within EPISD. Under the direction of the Area Superintendent, the initiative will be implemented by the Executive Director of School Leadership Operations. Administrators are critical decision makers in EPISD and are responsible for overseeing multi-million dollar budgets. Day to day operation of the grant program will fall to the full-time, grant-funded Project Coordinator who will serve as the District Shepherd, while program evaluation will be handled by a grant-funded, independent 3rd party external evaluator to perform an unbiased analysis of the program. Although determination of the grant-funded positions are pending procurement processes, both parties will possess the appropriate education and experience levels needed to perform their duties in accordance with grant guidelines. The Project Coordinator will be instrumental in facilitating and coordinating communication between all stakeholders and will help the campus to improve student achievement standards. **Resource Management.** Grant-funded activities will be coordinated with services funded from other sources to ensure that the use of funds from all sources is maximized, program services and activities are not duplicated, and that services will be provided in an integrated, coherent fashion. Funds received under this grant will supplement existing activities and follow supplanting restrictions pursuant to grant guidelines. EPISD will provide project resources in the form of classroom space, technology labs, janitorial services, administrative oversight, and other areas not covered with grant funds. The design of this initiative is consistent with the Campus Improvement Plan and the District Improvement Plan. **District Coordinator of School Improvement (DCSI) Qualifications.** The grant-funded DCSI will be required to have a Master's degree, significant teaching and management experience at the secondary level and a valid teaching certificate. Special skills will include knowledge of Texas Essential Knowledge and Skills (TEKS), instructional administration, curriculum writing and instructional coaching models. He/she will also be required to possess knowledge and experience in staff development and program implementation as well as have excellent organizational, communication, presentation and interpersonal skills. **LEA Support.** EPISD will provide continuous campus support covering all facets of the model to include development, implementation, and monitoring. Support strategies include, but are not limited, transitioning Communities in Schools into campus operations, training educators and stakeholders, ensuring the use of frequent walk throughs to monitor model effectiveness, and support campus educator's participation in Professional Learning Communities (PLC). **Program Continuation and Sustainability.** The activities in this initiative are further aligned to the Strategic Priorities, Core Beliefs, as well as Board goals. Particularly EPISD's vision which states, education will become our community's highest priority and EPISD graduates will be its most productive contributing members. The District's current commitment to these strategies attests to its commitment for sustainability. The EPISD has the capacity to maintain the program as identified under the Resource Management section above. **External Providers.** The EPISD adheres to procurement procedures and must follow these guidelines when selecting external providers. A committee of key collaborators will meet to determine specifics for those professional services needed from external providers outside of the District's expertise. Care will be taken to ensure that services requested are research/ evidenced-based when possible. EPISD's Purchasing department ensures that request for services remain within purchasing guidelines to ensure that a fair, competitive bid process takes place. **Site Visits.** The EPISD will participate in site visits and will send key campus administrators to conferences who in turn will bring the strategies back to the campus and District for consideration and implementation.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

El Paso Independent School District has always aggressively sought out local, state and federal funds and support. The District will continue to seek out these funding sources so that at the end of this grant there will be no gap in services and the program will be fully sustainable.

Many partnerships with local higher education organizations have been established and are enduring. EPISD has established professional development schools that are in a continuous relationship with The University of Texas at El Paso (UTEP) and El Paso Community College (EPCC). Both have a long standing track record of being involved with the school in the region.

UTEP will be involved in working with our administrators and teachers to increase their ability to support a more rigorous academic atmosphere and increase student achievement. The activities in this initiative will make a good fit with grant and district goals to increase student achievement. UTEP is planning summer workshops for administrators and there have been talks about having teachers attend to increase their understanding of how to support school initiatives and goals.

Activities funded from the grant will become fully integrated into the District and campus plans over the next three years so that the sustainability is assured. The District will continue to seek out other sources of funding from federal, state and local sources so that the programs implemented by the grant will continue to support improved academic achievement by the students of the District.

The EPISD has been a responsible steward of government funding since its establishment in 1883. The sheer volume of government funding overseen by EPISD demonstrates the district's ability to implement projects of the size and scope proposed in this application. In addition to managing multi-million dollars in federal entitlement funds, the district currently manages several discretionary competitive grants. The District's commitment to improving student achievement is further substantiated by its financial investment to effective instructional strategies such as its coaching model.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PLC's are conducted through the collaboration of both teachers and instructional coaches weekly. The goal of PLC targets on using triangulation information-(Data) for targeting student needs. Trainings such as active learning strategies, vocabulary attainment, reading strategies, and problem solving are instructed in a group setting for innovative professional development.

Teacher participation in goal-setting is conducted by all school staff. Instructional coaches and school facilitators work with teachers in increasing student performance on the state's standards through the results of mid-unit and end assessments. As for students, they participate in goal-setting by reviewing daily classroom content and language objectives. Furthermore, students monitor their learning progress through teacher-student conference, progress report, and eligibility report.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection Methods: Data analysis will be performed by the program evaluator. Quantitative data will be aggregated and analyzed using a standard statistical analysis program, e.g. SPSS (Statistical Package for the Social Sciences). Qualitative data, e.g. interview data, will be analyzed using a text analysis tool to identify emerging themes. Qualitative and quantitative data will be collected from a variety of sources, including teacher and active learning leader data, the TAPR report and the evaluation system developed by the Research, Evaluation, Planning, Assessment, and Accountability (REPA) department. They will provide frequent data reporting and analysis opportunities. REPA tracks all quantitative data that will be utilized to evaluate this program. The richness of the data provided and the frequency of reporting will ensure that all teachers progress along the continuum established by their individualized growth plan. The instructional materials and strategies are updated on an ongoing basis to meet student needs. The following methods will be utilized: Qualitative Collection Methods – 1) Interviews and focus groups by project personnel with students, parents, community members; 2) through observation protocols by administrators and center staff management; 3) quarterly surveys conducted; 4) stakeholder and participant input about the quality of the project and its benefits; 5) teacher input and the project's effects on classroom performance, behavior, participation, homework completions; and 6) parental input through surveys on usage and performance. Quantitative Collection Methods – 1) Standardized test score (STAAR); 2) school grades; 3) school attendance; 4) number of disciplinary actions; 5) stakeholder and participant researched and surveyed results about project benefit and quality; and 6) teachers' researched and surveyed results on the project's effects on classroom performance, behavior, participation, grades and homework completions.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

How the data will be disaggregated. The proposed changes will be tailored to this specific target school. The use of disaggregated data will ensure that specific and identified student population needs are addressed, e.g. LEP students, through strategy changes.

Data used to improve instruction. Student data from the target school will be compared with data from a set comparable schools that will not be included as part of the grant. Similarly, data for teachers from target schools receiving staff development opportunities from grant will be compared to a group of teachers which are not part of the grant. Good decision making requires actionable information derived from robust data analysis. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals.

Data used to obtain continuous improvement results. The main student achievement data to be analyzed will the STAAR scores. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals. As a result of the increase of teacher and school leader effectiveness STAAR score should continue to improve and as a direct result more students will pass the exit-level state assessment, and more students including at-risk students, minority students and economically disadvantaged students will successfully advance to the next grade level thereby improving their college ready preparedness.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Collaborative meetings will be held through Curriculum and Instruction to involve stakeholders in the development of each program when the needs and funding are processed. Through this method, each partner will provide academic enrichment that meets the unique needs of its student population. Partnerships already exist with various Institutes of Higher Education such as the University of Texas at El Paso and El Paso Community College to secure student outreach activities and professional development services. Coordination will be made with all partnering members for a smooth transition from implementation to completion of the program and to ensure that all participating students and teachers receive the necessary support for the utilization of all provided technology. Should the Campus Improvement Team recommend a program not previously considered, administrators will be responsible to seek out organizations and individuals necessary for implementation and will introduce a point of contact for activity design and implementation.

El Paso Independent School District maintains a large database of external providers. This includes higher education staff from the University of Texas at El Paso, El Paso Community College, and independent contractors that are capable of providing high quality teacher training and evaluation services. External contractors that provide services to the District will follow procurement procedures for substantiating their qualifications.

These specialized services will be temporary and will be paid on a fee basis that is appropriate for the services rendered. Consultants will be hired in areas that supplement the expertise of the staff of El Paso Independent School District. This may include contracting for: evaluation services, professional development, curriculum development and technical assistance in areas identified by the Districts need assessment.

The University of Texas at El Paso's Education Department has already developed teacher and administrative enrichment activities for this summer and will be considered for providing opportunities for teachers and administrators to develop new skills and become more proficient in classroom delivery of lessons that will improve STAAR and end of course scores. Administrators will learn to better evaluate how the campus is performing and provide teachers with quality feedback to enrich their teaching skills.

Based on the results of the District's needs assessment consultants will be hired to provide professional development in areas where gaps in teacher skills are identified. Consultants will be selected based upon their competence, qualifications, experience, and fee structure for the specific areas that the District identifies in order to fulfill the requirements and goals of the grant. Consultant funds will only be requested as necessary to fulfill the project objectives.

Outside independent contractors will be hired to evaluate the progress of the goals and objectives of the grant. The evaluator will provide both formative and summative information to the District. Quality data will be collected and provided to District decision makers in order to turn around lower performing campuses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Provider Oversight: The evaluation plan is an integral component of the overall program. It will be both formative and summative by design and will provide scheduled assessment using various indicators to provide an ongoing progress process of program effectiveness, i.e. meet stated goals, as well as assessing progress on student group academic achievement. The formative section of the evaluation will also be aligned with the TEKS. The various goal objectives will be assessed through various selected performance indicators. Information from the evaluation will provide performance feedback that will help guide the development of strategies and assure that the program goals and objectives are met. Both qualitative and quantitative data will be collected on a periodic basis to inform all District stakeholders of progress toward achieving the intended established outcomes as well as establish clear benchmarks for documenting future improvements. The outcome evaluation process will include but is not limited to data obtained from surveys, tests, observations, and trainings documentation.

Oversight will be conducted in four phases: Planning, Data Collection, Data Analysis and Reporting. The following will be monitored: 1) The extent to which the activities were implemented as planned; 2) The effectiveness of the activities in achieving the goals and objectives of the project; 3) The impact on the participants; 4) Comparison over time in increased academic success in coursework that is inquiry based and increased passing percentages on exit-level STAAR; and 5) the extent to which resources are combined to contribute to student success. It is hoped that over the long term, as a result of the increase of teacher and school leader effectiveness, more students will pass the exit-level state assessment, and more students including at-risk students, minority students and economically disadvantaged students will successfully advance to the next grade level thereby improving their college ready preparedness.

Evaluation Results Used for Program Improvement: In addition to program effectiveness, the evaluation plan will follow guidelines for assessing the fidelity of implementation. The Project Manager will use data obtained from periodic assessments to perform frequent program analysis. If findings suggest changes are needed, these findings and requested changes will be presented to the EPISD Administration for internal approval. If the District determines that the changes will not negatively affect curriculum, instruction, and/or governmental guidelines, the findings and requested changes will be presented to the TEA for final approval. The project design will include a formative evaluation based on processed data and a summative evaluation addressing both qualitative and quantitative indicators. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals and to promote the continuous use of this data in order to differentiate instruction if needed in order to ensure that the stated goals and academic needs of the students is met through this grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Develop job descriptions and advertise job availabilities.
2.	Hire grant staff and develop an action plan for grant implementation: timelines, milestones, deadlines, ownership, accountability and data collection model.
3.	Disseminate data (surveys, assessment scores) to identify the needs of the campus.
4.	Identify resources needed to assist team in implementation procedures: central office support, teacher training initiatives, and community partners.
5.	Identify and recruit community partners.
6.	Meet with community partners to develop a plan for grant implementation.
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Schedule #16—Responses to Statutory Requirements (continued)

County-district number or vendor ID: 071-902

Amendment (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 12 point.

Pursuant with State Board for Educator Certification (SBEC) regulation Professional Education (CPE) activities to EPISD educators for certification ensure that activities offered for CPE credit support the professional growth necessary to improve student achievement in Texas public schools. The EPISD in becoming a Recognized District and a national role model constructing opportunities that upgrade the skills and proficiencies of A focus on additional professional development activities which include e student relationships. In direct relation to effective teachers comes the component of building relationship with the students. EPISD would like to implement a strategy that would allow teacher pedagogy to be expanded to teacher knowledge and building relationships with the students to become more effective in the classroom setting. EPISD's instructional staff would be trained in pedagogy and then take that to next level by adding a training that would allow them to build relationships with their students.

EPISD will also incorporate various others activities to help develop teacher and school leader effectiveness such as implementing a strategy in which we can identify and award leaders, teachers, and other staff who have increased student achievement. EPISD will be providing incentives to reward both instructional and support staff who are involved in meeting and exceeding set goals in relation to the STAAR, TPRI, Tejas Lee, number of students receiving dual credit, and number of students in advanced placement who score 3,4, or 5 on exit exams. EPISD will also implement a strategy consisting of financial incentives to help promote career growth and designed to recruit, place and retain its current staff. Professional growth will be measured by the completion of graduate hours towards a Masters degree in reading, math, and dual credit. It would also cover those interested in pursuing an advanced degree in the areas of Curriculum and Instruction and/or degree in content areas.

Fundamental to building school capacity to provide high quality teaching and learning opportunities to all students is the knowledge, skills, and abilities of teachers. Beyond teachers, the presence of capable and instructionally focused principals and District Administrators make a significant difference in the effectiveness of schools. A major component of implementing change is leadership development. To help improve principal effectiveness, the model will include coaching for principals. The project will give administrators opportunities to extend their pedagogic base through high quality, core curriculum instruction, and develop leadership strategies to support innovative and engaging education in their schools. Grant funds will be used to support the establishment of a new dimension to the District's PD model specifically geared towards leadership training. Enhancements to this model will require the solicitation and use of consulting services. Using grant funds, the District will contract with the appropriate expert(s) in the field of model development to guide and/or assist in designing and implementing the PD model and training District leaders. These and other collaborator professionals from IHEs will serve a vital role in helping the District bring the integrated models (coaching and PD) to scale. The proposed PD model will cut across all core areas. Principals, teachers, coaches, and other applicable district stakeholders will be trained on such topics as: 1) protecting the integrity of the coaching model; 2) supporting coaching staff development training; 3) using classroom walk throughs; and 4) using organized instruction, data analysis, and intervention and instructional strategies. Specific focuses may include: 1) the use of pacing plans; 2) ensuring common levels of rigor exist between teachers; 3) using common assessments; 4) adjusting instruction based on formal and informal assessment results; and 5) helping teachers move from outdated, ineffective instructional practices to effective practices. The District anticipates that changes resulting from the development of the integrated coaching and PD model will impact curriculum. Therefore, grant funds will also be directed towards curriculum development related to these trainings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

N/A

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

N/A

Describe how the evaluation system was developed with teacher and principal involvement:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

N/A

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

N/A

Describe the criteria established for educator removal:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Moye's Boys Foundation

The purpose and mission of the Moye's Boys Foundation is to aid and provide resources to the less fortunate individual students of all feeder pattern schools up to Thomas Jefferson/Silva Magnet High School who might require clothing, shoes, eye exams, eye glasses, dental care, medical care and any other services which they might not be able to afford.

UTEP Educational Talent Search

The Educational Talent Search Program assists qualified youth, who have desire and potential, to complete secondary school and undertake a program of post-secondary education. The program provides guidance, access and information on the processes of college admissions, financial aid and scholarships available for post-secondary study. The Talent Search program exposes students to the college environment with college visits, cultural enrichment activities and opportunities for character and leadership development. Talent Search motivates students in the El Paso Community to complete their education.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

National Center for Community Schools

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Community schools are making a difference in the lives of children, youth, and families across the country. Community schools are partnerships between educators and community partners – including community based organizations, local government, school districts, institutions of higher education, United Ways, unions, and others. They organize community resources to achieve a mutually agreed-upon set of results focused on student's learning and development. Together with their partners, community schools are helping more students be ready to learn when they start school, improving the skills and attitudes students need to learn, improving student academic outcomes, and helping students graduate ready for college and careers – and they are cost effective.*

*Coalition for Community Schools/Institute for Educational Leadership

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

The Community School Effect - Evidence from an Evaluation of the Tulsa Area Community School Initiative

EXECUTIVE SUMMARY - This study used data collected from 18 community schools associated with the Tulsa Area Community Schools Initiative (TACSI) and 18 comparable non community schools to test the achievement effect attributed to the community school model. The primary research questions were: Is there an achievement difference between students in TACSI schools and students in comparable non TACSI schools? Does diffusion of the community school model make a difference in student achievement? If an achievement effect exists, what social conditions contribute to differences in student achievement?

According to Curt Adams:

"In summary, school capacity and student achievement were stronger in TACSI schools that had diffused the community school model to a level where practices, processes, and conditions had changed. Strong principal leadership, a commitment to collective responsibility and shared influence, frequent and open communication, and time to build capacity were conditions that supported diffusion within the mentoring and sustaining schools. The leadership and management team of TACSI was an important source of financial, human, and social capital for the schools".

Furthermore, in an evaluation of TACSI, students significantly outperformed comparison students in math by 32 points and in reading by 19 points in schools where the community school model was implemented most successfully. Poor students in high implementing TACSI schools performed on par with non-free/reduced lunch students and significantly higher than free/reduced lunch students in the comparison schools.

Adams, C.M. (2010). The Community School Effect - Evidence from an Evaluation of the Tulsa Area Community School Initiative. *The Oklahoma Center for Educational Policy*.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	Provide training for teachers and administrators on active learning in the classroom and implement strategies in the classroom.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Provide in class support on the writing process and rubric instruction in order to effectively address the needs of at risk students, economically disadvantaged students, English Language Learners, and special needs students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Train teachers to use Writing to Learn as a formative assessment. Every classroom teacher will embed Writing to Learn in lesson plans which will be monitored by instructional staff at three week intervals. Teachers will also monitor each other's writing by using a rubric.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide research based reading resources and supplies that target struggling, at risk students, economically disadvantaged students, and English Language Learners in order to increase level of reading TEKS.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Provide research based science resources and supplies and professional development that target struggling, at risk students,, economically disadvantaged students, English Language Learners, and special education students in order to increase level of science TEKS.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Create individualized student plans and revisit Response to Intervention (RTI).	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Develop and implement updated technology plan.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Provide teacher based professional development through contracted services. Include follow up lessons for professional development.(Cosecha Conference, TASSP, RTI, Restorative Discipline, CAST, Solution Tree)	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Implement power planning for reading, writing, mathematics, science, and social studies	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Provide new teacher academy at the school level on a monthly basis. Provide training on restorative discipline, rituals and routines, and address first year teacher concerns.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide differentiated Instruction professional development for special education teachers	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Implement innovative student engagement/intervention strategies to improve student achievement.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	Provide staff development for administration on time management in order to fulfill campus, student, and teacher needs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Hire a social worker to follow up on family needs as associated with chronic absenteeism, discipline, academic issues, and social emotional needs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

1.	Utilize reproduced common assessments and STAAR released items to be used formatively in the classroom in order to effectively address at risk, economically disadvantaged students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Use on-going procedures to disseminate data weekly.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Provided additional instructional resources, intervention, and tutoring to identify students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide adult peer tutors to students who did not meet standards on the 2014 STAAR.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Establish training schedules; coordinate training sessions with active learning leaders, campus administration, and teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Identify training needs for teachers regarding after school and summer school enrichment programs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Develop and execute plans to introduce after school and summer school enrichment programs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Parent/Community Engagement*****Planned Intervention****Period for Implementation**

1.	Parent involvement committees will be formed by grade level in order to better identify parent and student needs and increase parent involvement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Teachers and counselors will train parents/guardians to use parent portal in order to improve and increase usage.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Campus administration and faculty will be more attentive to parents' needs, issues, and concerns and ensure a welcoming atmosphere is present on campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Campus administration and faculty will encourage parents to volunteer on campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Educate parents and community through EPISD website and continue to support parents through offering free education and training campuses on campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	Implement conflict resolution classes or programs to assist students and teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Implement training on corrective discipline procedures.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Provided professional development on restorative discipline.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071-902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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